"Charting the Landscape/Mapping New Paths": Project Descriptions

1. **Project Name:** Princeton Public Library Springboard Program

2. **Goal:** To help kids who might not have access to private tutoring or parental assistance a chance to succeed academically by bringing skilled educators and librarians together with kids in an environment that provides them with the resources they need.

   We provide:
   - drop in after school homework help and tutoring assistance in the public library for children in grades 1 -12.
   - study sessions for high school mid-term and final exam prep by keeping the library open late and providing tutors in every subject area.
   - Real time online tutoring assistance fro kids in grades 4 thru 12 via tutor.com (see tutor.com/ppl for link)
   - Access to library resources: library staff, a quiet place to study and learn, a safe and nurturing environment, on line and print resources, technology

3. **Participating institutions/agencies:** Princeton Public Library, Princeton Regional Schools, Princeton University, Springboard, community volunteers, the Friends of the Princeton Public Library and the Princeton Public Library Foundation

4. **Your role/expertise in this type project:**
   As library director I am responsible for securing annual funding for the program. We also provide rent free space to Springboard in our new library. The space was specifically designed with their needs in mind. The library also promotes the program in the schools and community through its public information office.

5. **Outcomes / successes to-date:**
   - More than 2500 contact hours per year with students of all ages
   - Program stability: Springboard began and has run continously since 1991
   - Kids who connect with the program in the elementary grades and continue thru high school. We have some kids who have used Springboard resources to help them with the college search and applications.
   - Community support: $20,000 in grant funds each year from a variety a funders matched with $20,000 from the Princeton Regional schools

- **Kids who are studying for mid term and finals for the very first time, parents who are thrilled with the structure we are providing.**
- **Academic success for program participants.**

6. **Lessons learned :**
It's hard to collaborate with the schools – despite our excellent relationship with the school system we occasionally have moments when we are not in sync with each other.

Funding for this program should have been institutionalized in the library's budget long ago.

Need to reach out more to the parents and teachers with info about the program.

Some funders unwilling to provide grants because of the drop in nature of the program. We like the drop in feature because it provides barrier free access for everyone. They don't like it because it comes without a commitment on the part of the student and its not referral based.

7. **If we began anew we would ask these questions at the beginning:**
How can we measure what we do in a way that is meaningful to our funders?
How do we work more closely with the school leadership as well as the classroom teacher to ensure that kids who would benefit from this type of assistance get to our program?

8. **Critical success factors:**

Volunteer committment to the program
Grant funds to support it
Library support and promotion for the program
Kids who are imporving academically

9. **Our next steps will be:**
More outreach to the schools and community agencies serving children
More stable funding
Better reporting on our success

10. **What else?**